Introduction to the Exceptional Learner
Spring 2008

Course Number       EDU 222    section 2935
Class Time & Day    Tuesday, Thursday 10:00- 11:15 AM
Instructor          Mrs. Patricia Overmyer
                    patricia.overmyer@gcmail.maricopa.edu

Required Text       Teaching Students with Special Needs in Inclusive Settings,
                    (Fifth edition)

Course Description  This course provides a comprehensive overview of the field of special education with a major
                    emphasis on the understanding of individual differences. The historical developments that have
                    affected special education along with current issues and trends and the impact of legislation
                    upon special educational practices, including inclusion, will be reviewed. The course will survey
                    strategies for adapting education programs to educationally different children and youth. The
                    characteristics of disabling conditions and relevant terminology will be defined, and the issues
                    of assessment and placement will be discussed.

Course Objectives
1. Trace the history of society's treatment of the exceptional learner, including the implications of current legislation. (I)
2. Identify early intervention priorities and programs for the exceptional learner. (I)
3. Describe the Individualized Education Plan (IEP) and other parent, family, and social support systems. (II)
4. Describe the Individual Family Services Plan (IFSP) and other parent, family, and social support systems. (II)
5. Describe educational adaptations for the exceptional learner. (II, XI)
6. Describe educational considerations for children with mental retardation and developmental disabilities and those
   with emotional and behavior disorders. (IV)
7. Identify and explain factors to consider in defining and diagnosing learning disabilities. (V)
8. Compare and contrast language and speech disorders. (VI)
9. Analyze the controversy over the use of assistive technology and augmentative communication devices for children
   with language and speech disorders and for children with hearing or visual impairments. (VI, VII, VIII)
10. Compare neurological impairment, musculoskeletal condition, congenital malformation, and other physical
    disabilities and health problems. (IX)
11. Describe characteristics of children with multiple severe disabilities. (X)
12. Describe qualities and characteristics of gifted learners. (XI)
13. Explain the Arizona State Board of Education Professional Teaching Standards that relate to the exceptional learner.

Accommodations    Any student is welcome to meet with me if you have a documented disability that may
                    require accommodations. Also, notify the Disability Services and Resources office, located in
                    the TDS 100, 623-845-3080
Grading

<table>
<thead>
<tr>
<th>Grade Percentage</th>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
<td>450-500 pts.</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
<td>400-449 pts.</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
<td>350-399 pts.</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
<td>300-349 pts.</td>
</tr>
</tbody>
</table>

Attendance

Student is responsible for information from missed classes. The Registration Office must be contacted by the student if class is dropped. **Absence does not automatically drop the student from the class.** I do have to drop you after 3 consecutive absences. Speak to me if you know you will miss or if there is an emergency.

Points/Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Event/reaction</td>
<td>25 pts.</td>
</tr>
<tr>
<td>Chapter Team Project</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Child Find Pamphlet</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Partnered Lesson Plans</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Classroom observation &amp; Interview</td>
<td>100 pts</td>
</tr>
<tr>
<td>(50 pts.- Observation &amp; 50 pts.- Interview)</td>
<td></td>
</tr>
<tr>
<td>Chapter Team Disability presentation</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Group (laws) presentation</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Exam- Final</td>
<td>100 pts</td>
</tr>
<tr>
<td>Notebook</td>
<td>25 pts.</td>
</tr>
</tbody>
</table>

Total: 500 pts.

**There will not be an opportunity to make up the exams.**

Keys to Success in EDU 222

- Good attendance and participation – effort counts!
- Writing skills- use spell and grammar check and do more if needed!
- Read- use SQRRR; it’s quicker!
- Presentation skills- be confident and assertive!

Course content may vary, periodically, from this outline in order to meet the needs of this particular group. Also, feel free to audio tape any part(s) or lectures you feel are necessary for better comprehension and retention.
<table>
<thead>
<tr>
<th>Date</th>
<th>Class activity</th>
<th>Reading Assignment &amp; Reminders</th>
</tr>
</thead>
</table>
| 1/15/08 | Syllabus  
  History/ Overview  
  Introduction to SPED  
  (count off by 5’s for Chapter groups) | Chapter 1  
  Find a Current Event |
| 1/17/08 | Inclusion and Best Practices  
  Discuss Programming. | Chapters 2 & 4 |
| 1/22/08 | ** Current Events/ Reaction | Be working with your Chapter Team! |
| 1/24/08 | ** Current Events/ Reaction | |
| 1/29/08 | Child Find/ IFSP/ F.E.R.P.A.  
  504/ ADA  
  (I suggest you have a section in your notebook for terms/ acronyms) | |
| 1/31/08 | Discuss Learning Disabilities  
  Learning Strategies/ Techniques | Chapter 6 |
| 2/05/08 | Organization & Classroom Management  
  (Dimensions of classroom management) | Chapter 14  
  Process Pamphlets |
| 2/07/08 | Discuss “At Risk” students  
  Emotional/ Behavior Disorders  
  Organization & Classroom Management  
  (Contracting) | Chapter 13  
  Chapter 6 |
<p>| 2/12/08 | Process Pamphlets/ Power Points | |
| 2/14/08 | Process Pamphlets/ Power Points | |
| Reminder: | Set up Observations &amp; Interviews! | |
| 2/19/08 | Families of disabled students | Chapter 3 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Chapter/Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/21/08</td>
<td>** AD/ HD (Team #1) **</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>2/26/08</td>
<td>** Discuss Elementary Students (Team #2)**</td>
<td>Chapter 15</td>
</tr>
<tr>
<td></td>
<td>- Sign up sheet/diseases</td>
<td></td>
</tr>
<tr>
<td>2/28/08</td>
<td>** Discuss Secondary Students (Team #3)**</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>3/04/08</td>
<td>** Discuss Gifted students (Team #4)**</td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td>- Choose Law groups &amp; Topic</td>
<td></td>
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<tr>
<td></td>
<td>(Law groups are to be different people than the Chapter groups- you choose the law group- you are not assigned to one)</td>
<td></td>
</tr>
<tr>
<td>3/06/08</td>
<td>** Discuss Mental Retardation (Team #5)**</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td>- Sign up sheet for Law Groups</td>
<td></td>
</tr>
<tr>
<td>3/11/08 - 3/13/08</td>
<td>** Spring Break **</td>
<td></td>
</tr>
<tr>
<td>3/18/08</td>
<td>Partnered Lesson Plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Disease Presentations</td>
<td></td>
</tr>
<tr>
<td>3/20/08</td>
<td>Partnered Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>3/25/08</td>
<td>Discuss Sensory Impairments &amp; Communication Disorders (Speech and Language packet for notebook is Chapter 11 Power Point on Blackboard)</td>
<td>Chapter 11</td>
</tr>
<tr>
<td></td>
<td>- Observations coming up!</td>
<td></td>
</tr>
<tr>
<td>3/27/08</td>
<td>** Chapter Team Disease/ Syndrome Presentations</td>
<td></td>
</tr>
<tr>
<td>4/01/08</td>
<td>** Chapter Team Disease/ Syndrome Presentations</td>
<td></td>
</tr>
<tr>
<td>4/03/08</td>
<td>IEP components</td>
<td></td>
</tr>
</tbody>
</table>
** Transition **

4/10/08  ** Observation & Interview/ presentations **
(Get your notebook checked if you will be gone later)

4/15/08  ** Observation & Interview/ presentations **

4/17/08  ** Observation & Interview/ presentations **

4/22/08  TBI, etc.- Autism -movie Chapters 9 & 10
(Notebooks checked during movie)

4/24/08  ** Group (Laws) presentations **

4/29/08  ** Group (Laws) presentations **
Final review handed out

5/06/08  FINAL  !!

Best to you! ☺

Assignment Details

All written assignments are to be 12 pt., double spaced, and in Times New Roman font

There will be points for – mechanics, – content & organization, – voice/ reaction – and other appropriate written expression expectations. **Plagiarism can get you dismissed from the class permanently.**

You will present all assignments orally to the class.

You are to ALWAYS be prepared to present the first day!

For ALL presentations- If you need equipment please let me know at least one week ahead of time.

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**
Within the beginning weeks of the course, I will load several helpful and needed items on BlackBoard under our course section number.
You will need to acquire an ID and PASSWORD on BlackBoard in order to access these materials.

**ASSIGNMENT DESCRIPTIONS**

**Current Events  1 page minimum**

Choose a topic related to education from the newspaper, internet, télévision, magazine, etc.. Briefly describe the topic and then write your thoughts and/or reactions to the article or presentation.

**TEAM PROJECTS (3)**

*The group will decide who gets the points for their part of the project, cooperation, and attendance, etc.*

1. **Child Find Process Pamphlet/ Power Point Presentation**
   
   You will be assigned to a team, and that team is to design and present a pamphlet that describes the Child Find/ SPED Process. You may either hand out the pamphlets to classmates, as you explain the steps, or present the pamphlet in a Power Point presentation. **I will need ONE printed out pamphlet.**
   
   Be specific but simple enough for parents and non special education personnel to understand the process. Also, supply numbers and addresses of contacts, in the pamphlet, for further Child Find information.
   
   *Always put all participating group members’ names on all of the assignments!*

2. **Team Chapter Project**

   You will be assigned to a team and a chapter from the book. Your team needs to review the chapter and present the information to the class. Make sure your team covers the main objectives/ points of the chapter. You can present it in any fashion suitable for the class such as a Power Point, Lecture, Movie segments & Information and/ or Discussions, group work, games, etc. **All team members need to have equal participation and all members receive the same grade.** The time frame for the presentation is the class period.

   **Your CHAPTER is listed, on the syllabus, next to the day you present. It **IS NOT** the same as your group number!**
3. Chapter Team Disease/ Syndrome Presentation

Your Chapter Team needs to choose 2-3 Specific Diseases/ Causes of disabilities and make a factual presentation to the class. Make sure you do not duplicate with another team (sign up sheet) and your presentation should be approximately 15-20 minutes. Any time your group presents remember: Each person, in the group, needs to speak and present part of the subject.
Possible subjects: Spina Bifida, Cerebral Palsy, Bi- Polar Disorder, Asthma, Cancers, MS, Cystic Fibrosis, Diabetes, Epilepsy, Muscular Dystrophy, AIDS, Autism/ Asbergers, Tourettes Syndrome.

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Partnered Lesson Plans

You choose a partner and together you prepare A (chose one subject) lesson plan for either Math, Writing, or Reading. You determine the age group/ grade, line it up with a State Standard, and indicate what handicaps are present in your “classroom”. (You pick your audience) You will need to have any necessary hand outs for the class and briefly go through the lesson. *Explain why you chose this lesson, how it includes handicapped students, and how it could be used for a mainstream classroom in order to allow for different learning styles (differentiated instruction).
(* I need this explanation (brief summary), the State Standard (found on ADE website), and your names, handed in on ONE sheet prior to presentation.)

Components are:
Preparatory Set-  get the students enthused and include any necessary background/history
Introduction- what is the objective/ goal and what materials are to be used and include time frame?
Guided Practice- show us an example and work with us on it
Independent Practice – what would the students be doing to practice independently?
Assignment – what would the students do for an assignment that might lead them to mastery?
Assessment- tell how you would assess the students for retention levels.

Classroom Observation & Interview - 2 pages minimum

Plan on spending at least 4 hours observing and then additional time for the interview. You will also need to present this assignment to the class in about 15-20 minutes. You can not do an observation in
the classroom(s) you work in. The person you interview DOES NOT have to be from the classroom; that would be too limiting, but they do need to be “associated” with Special Education in some regard.

For some suggestions, you may choose a psychologist, Speech/ Language therapist, teacher, student (with parental permission), or a parent who has a child with a disability, etc.. **The person needs to be in the special educational field or receiving (associated w/ person) those services.** Make a list of questions before you interview them, and hand in your questions with your essay BEFORE your presentation. Make sure you include a summary with your comments, reactions, and suggestions!

<table>
<thead>
<tr>
<th>Possible observation points of interest:</th>
<th>Possible interview questions for Professionals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of classroom, ages, setting</td>
<td>How/ why they began doing what they do?</td>
</tr>
<tr>
<td>Characteristics of instructor &amp; students</td>
<td>What age groups do they prefer?</td>
</tr>
<tr>
<td>Extent of tasks</td>
<td>What changes are they making?</td>
</tr>
<tr>
<td>Any support, or additional, staff</td>
<td>Future possibilities?</td>
</tr>
<tr>
<td>Classroom layout, management, and location</td>
<td>Special Ed. Issues and future</td>
</tr>
</tbody>
</table>

**Group (laws) Research & Presentation**

As educators (and special ones at that), you have a responsibility to know the laws. Each group should be 3-4 people, and you will need to do some research into current educational laws. You may choose your own group. The presentation should last at least 20 minutes and you may use the mode of delivery you deem appropriate. **Each person, in the group, needs to speak and present part of the subject.**

There should be ONE written report turned into me BEFORE you begin your presentation. Include one printed page directly from the source that states the law(s) you are using. (Make sure each member of the group has read the report and participates because ALL group members will receive the same grade from that one report!) Know your plan if members are absent.

**Some Possible Topics for the Law Groups:**

1. “Founding” cases/ laws that help to develop special education as we know it today. (I.D.E.A.)
2. Mandated Components of the Individual Education Plan (I.E.P.)
   
   *(Goals, Transition, Parental Rights, LRE, Behavior Plans, etc.)*
3. Freedom of expression
4. Computers, internet, videos
5. Disciplinary procedures for special education students versus mainstream
6. Religion- Church and State
7. Americans with Disabilities Act (ADA)
Notebook Requirements

Hopefully, this will be a book that can be the beginning of a resource for you in the future, and you will find yourself adding to it during your career. **If the information is not handed out in class you are responsible for printing it out and having it in the notebook.**

1) In a 1-2” ring binder w/ cover sheet indicating your philosophy
   
   *Perhaps a saying …ie. “Learning is a life long experience, Formal schooling is one part, and Education is what I will have when I leave this world.”, or write up more of your beliefs, pictures, etc.*

Some of the following can be found in the class section on BlackBoard.

2) Dividers for:
   
   a. Inclusion definition/ Information packet
   
   b. Process & Terms w/ acronyms & Child Find Information (Pamphlet from Group project)
   
   c. Websites and resources & Miscellaneous hand outs from class (including disabilities presentations)
   
   d. **Hand written** Categories for SPED with brief legal description (10 pts.)
   
   e. * A copy of the Procedural Safeguards/ parental rights (5 pts)


   or Peoria School district website or [http://www.teamed.net/content/view/32/70/](http://www.teamed.net/content/view/32/70/)

   f. Speech- Language/ Communication packet (Chapter 11 Power Point)  *This is the only thing you may have on your desk during the final!*

   h. I.E.P. components (Listed in class)

   i. Reflections on class-

      1. What you learned and if you think you will teach and what will you teach? Include opinions now and prior to taking the class.

      2. What techniques, strategies stand out to you for inclusion/ instruction of handicapped students?

Final Exam (100 pts.)

Test will be a combination of multiple choice, matching, true and false from the entire semester.